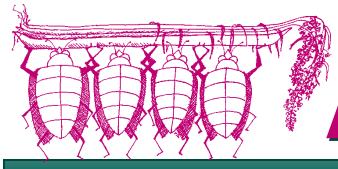
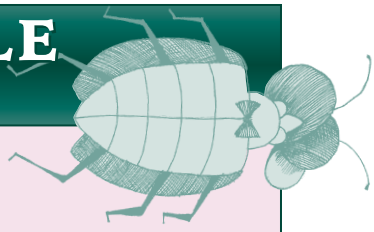


ACTIVITY 12 GRADES 8-12

LIFE AFTER PURPLE LOOSESTRIFE



Objective

➡Students will design a wetland by choosing from bogs, marshes, swamps, and fens populated with native species.

Time Requirement

3 class periods.

Wisconsin Model Environmental Education and Science Standards

Environmental Education: **A.8.1, A.8.2, A.8.3, A.12.4, A.12.5, B.8.3, B.12.4.** ***Science*****: A.8.3, B.8.4, C.8.2, C.8.7, C.8.8, C.8.9,F.8.2, F.8.6, F.8.7, F.8.8, F.8.9, G.8.5, A.12.1, A.12.7, B.12.5, C.12.3, C.12.5, C.12.6, F.12.7, F.12.8, G.12.5, H.12.4, H.12.5, H.12.7.**

DESCRIPTION

Students custom-design their ideal wetland, after purple loosestrife has been controlled.

PROBLEM

What replaces the purple loosestrife?

MATERIALS

- ❑ Per student, 1 copy of the student handout (see "Preparation") or 1 copy of "Wetlands, Wonderlands" from the Wisconsin DNR.
- ❑ Art supplies.

PREPARATION

Obtain copies of the student handouts. This can be done by going to the Wisconsin DNR's website [**http://www.dnr.state.wi.us/org/water/fhp/wetlands/**] and selecting "Wet Is Wonderful," "Baby Boom or Bust?" and "A Spotter's Guide for Wetland Visitors," and printing out each page.

Activity 12. LIFE AFTER PURPLE LOOSESTRIFE

PROCEDURES

1. Give the following instructions to the students, having them work either individually or in small groups.
2. Select a wetland from "A Spotter's Guide for Wetland Visitors."
3. Choose enough plants to support the birds, mammals, reptiles, amphibians, and butterflies and other insects that will be incorporated into your restored wetland.
4. Make a diagram of your wetland, showing each species that you have selected.
5. Explain to the rest of the group, or to the class, the interactions among the species in your wetland.
6. Conduct a discussion of the students' choices of wetlands and compare the outcomes of each student's or group's choice.

BACKGROUND INFORMATION

Removing purple loosestrife or other invasive species, native or not, is often the first step in re-building a quality wetland. (Although, sometimes even the basic physical water regime must be restored.) Where you go from there, however, depends on the desired end result. The instructor may read from the *Wetland Restoration Handbook for Wisconsin Landowners* published by the Wisconsin Wetlands Association in conjunction with the Wisconsin DNR. The book may be purchased from Wisconsin Wetlands Association for a $5 donation by calling (608) 250-9971 and requesting a copy or it can be downloaded, in its entirety, from the Wisconsin DNR website [**http://www.dnr.state.wi.us/org/water/fhp/wetlands/**]. A list of wetland resources can be found at **www.wiscwetlands.org/links/**.

STUDENT ASSESSMENT

Evaluate each student's or group's drawings, written explanations, and class presentations, noting how accurately they detail the interactions within a wetland and how clearly they communicate their ideas.

EXTENSION

A possible independent study relating to this activity is to have a student read *A Sand County Almanac* by Aldo Leopold.